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ABSTRACT

This practicum report describes the research conducted in preparation for developing a career student guide to acquaint students attending Henry County High School (HCHS) in McDonough, Georgia, with the school's new tech prep program. Chapters 1 and 2 contain background information about HCHS' tech prep program and a review of literature regarding considerations in developing student guides and marketing tech prep. Chapter 3 explains the procedures used to conduct the literature review, interview representatives of other tech prep programs, and formulate the criteria used in developing the career student guide. Chapters 4 and 5 discuss the key findings and implications of the literature review and interviews. Appended are lists of programs contacted for the study, the guide development criteria, and the career student guide, which includes the following: overview of the tech prep program; high school graduation requirements; tech prep requirements; HCHS program clusters; community/technical school clusters; tech prep options and process; and 4-year course sequences for the business management, mechanical, and health/human services tech prep programs; and information about DeKalb Technical Institute, which is the postsecondary institution involved in HCHS's tech prep program. Contains 15 references. (MN)

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DEVELOPMENT OF A CAREER STUDENT GUIDE FOR THE TECH PREP PROGRAM FOR HENRY COUNTY HIGH SCHOOL

Governance and Management

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

Nova Southeastern University

October, 1994

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by

Ruth Ann Winchester

October, 1994

The purpose of this study was to develop a guide for students to acquaint them with the new Tech Prep Program at Henry County High School. The high school did not have a study guide to help students in selecting courses. The Career Student Guide that was developed in this study provided information about Tech Prep and how a student might participate in the program. In addition, it contained information on courses of study and options for Tech Prep graduates following high school.

To determine the content of the Career Student Guide, directors of several successfully implemented programs were contacted; and the material they shared,

especially student guides, was examined. Drafts of the guide were reviewed by several groups of educators, their suggestions were evaluated, and a final document was approved by the Board of Education of the Henry County School System.

The resulting Career Student Guide was produced and met the criteria and budget established for it. The guide was distributed to rising ninth and tenth grade students prior to the 1994-95 registration process. The full effect of the Career Student Guide will not be known until registration is complete and the guide is evaluated by users.

It was recommended that the Career Student Guide be reviewed, and if necessary, revised annually so that it will reflect any curriculum and program changes of the Henry County School System.

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Chapter 1

INTRODUCTION

Henry County High School, located in McDonough, Georgia has an enrollment of 1275 students. The high school is one of three serving the Henry County School System. The Henry County School System is governed by a six-member elected Board of Education. Henry County High School is governed by a principal. The high school structure includes an Assistant Principal for Discipline, Assistant Principal for Curriculum and Instruction, and an Assistant Principal for Vocation Education.

The high schools' course offerings are based on the new Career Student Guide (1994-95). This guide is given to each rising ninth through twelfth grade student prior to registration in the spring each year. The students choose courses that meet their individual needs, interests, and goals. All students have the opportunity to take any course offered.

Nature of the Problem

The Career Student Guide is designed to help students select the courses they need to plan their high school education. The guide includes information about graduation requirements, course requirements, and

course descriptions. Prior to the development of this guide, no printed information was available to students, parents, counselors, faculty, and staff about the Tech Prep program

Purpose of the Study

There was a need to develop a student guide for the Tech Prep program at Henry County High School for two reasons: (a) Tech Prep was a new program for the high school and (b) information about Tech Prep course selection and career plans was needed. This study developed a Career Student Guide for the Tech Prep program for Henry County High School.

Significance to the Institution

The student guide provided students, parents, counselors, and faculty with useful information that should help them make appropriate course selections in high school and career plans for a successful future beyond high school. In school districts where the program have been fully implemented for several years, more students were staying in school, selecting challenging courses, and enrolling in community or technical college programs (Hull and Parnell, 1991).

Relationship to the Literature

The career development process begins with the

eighth grade (Henderson, 1991). Students learn decision making skills, how to interpret interest inventories, achievement test scores, and learning style analyses so that they will make appropriate course selections that will prepare them for the future workplace (Johnston & Packer, 1987). The counselors at the junior high school who work with students during the registration process must be knowledgeable about the Tech Prep program so they can share it with students during advisement and registration (Dutton, 1991).

The lack of career information affected students career choice at Henry County High School. Students needed detailed information about Tech Prep so that appropriate courses can be chosen for individual career needs. This Career Student Guide was prepared locally and given to each student. This guide included information on Tech Prep, definition of terms, school graduation requirements, sample student schedules from different program areas, such as business, automotive, graphic arts, health occupations, and other programs offered at Henry County High School. Also included in the guide are information on articulation with community and technical colleges that would lead to an

Associate degree, a summary of the community college admissions, tuition and financial aid procedures, and a regional employment outlook for Tech Prep Associate Degree graduates (Hull & Parnell, 1991).

The format for the guide drew on successful career student guides of others. Miller (1991) suggested that the guide should be uncomplicated, brief, understandable, and motivational.

There were a number of ways to distribute this information to students. The most effective distribution was determined to be in the spring, to the eighth graders on career orientation day. One of the most successful marketing strategies used with students was the use of other students who were well-informed and enthusiastic about the Tech Prep program. Students often make commitments to the program after they had seen them in operation and talked with dedicated program participants.

Relationship to the Seminar

Tech Prep, along with apprenticeship, was identified as one of the major focuses in Governance and Management. This practicum used the readings, research, and findings of that seminar.

Research Question

This practicum was a developmental study designed to determine what content should be included in the Career Student Guide to describe the Tech Prep program.

Definition of Terms

Articulation is a process for linking two or more educational systems within a community to help students make a smooth transition from one level to another without experiencing delays, duplication of courses, or loss of credit.

Tech Prep is a program of study designed for those students who are not committed to a four-year college preparatory program in high school. They may plan to get a two-year degree, a certificate, join the military, or go directly to work.

Chapter 2

REVIEW OF THE LITERATURE

An extensive review of the literature was conducted to gain an understanding of how to design a student guide for Tech Prep, as well as, to determine the content needed to help students select their course of study needed through high school and beyond enabling them to enter the workforce with at least an Associate degree. Books, journal articles, and materials from school districts where the Tech Prep program has been implemented were researched for the development of the guide and determining the essential key elements to be included in the guide.

Miller (1991) suggested that the design of a guide be uncomplicated, brief, understandable, and motivational. Other suggestions for developing the guide were: (a) to obtain a complete list of articulated Tech Prep Associate Degree (TPAD) curricula from the Curriculum Committee; (b) to develop a brief description for each Tech Prep Associate Degree program, for high school courses, and for at least the first term of college courses; (c) to obtain and add a digest of the regional employment outlook and income potential for future graduates of TPAD programs; (d) to

excerpt information from the community college catalog which describes admissions procedures, academic regulations, tuition costs, and financial aid; (e) to prepare an overview which describes the nature and makeup of TPAD programs; and (f) to create a worksheet for student planning and a registration form to be used when students are ready to enroll (Marsalis, 1991).

In order for students to select the appropriate course of study that will lead them into the future workforce prepared with the skills and knowledge to do the jobs that they will find, the process of career development must begin early. To be successful, the process should provide students, faculty, school administrators, counselors, parents, and community business and industry leaders with a clear understanding of Tech Prep and how it fits into the course selection of high school students (Cahill, 1994).

Several marketing programs need to be developed so that each group involved will be able to make the best use of available information (Dutton, 1991). Each group will be faced with some aspect of change, however, the most critical group to focus on appears to be students and parents (Dutton, 1991). Another

important internal group to focus on for support and understanding of Tech Prep include the counselors, administration, and faculty. Students and parents need to understand the new terminology, the goal of Tech Prep, and their role in achieving student success.

According to (Walter, 1991), students and parents should be informed about Tech Prep beginning in the middle-school grades. This career information can be impacted through course work, field trips, guest speakers, and other school based action. Students and parents need to learn about career development. They need to be taught decision-making skills and how to interpret interest inventories, achievement scores, and learning style analyses. Much of this instruction should come from the counselors who works with the student, typically during the course selection registration process.

McClure (1991) said parents generally will need answers to such questions as: (a) What is Tech Prep?, (b) Who is the program for?, (c) Why is the TPAD program important?, (d) Will TPAD open up more opportunity for my child?, (e) What are the costs in terms of time and money?, and (f) Will my child be able to go on to a four-year college or university? The

successful marketing program will provide answer to these and other questions of local concern (McClure, 1991). There are a number of considerations that need to be addressed in deciding how to deliver the information to parents and students.

First is an attractive well written student guide. This resource can be prepared locally and given to each student. Important components would be information on Tech Prep, definition of terms, school graduation requirements, sample student schedules from different program areas, such as business, automotive, graphic arts, health occupations, and other programs offered at the high school. Also included in the guide is information on articulation with community and technical colleges that would lead to an Associate degree, a summary of the community college admissions, tuition and financial aid procedures, and a regional employment outlook for Tech Prep Associate Degree graduates (Hull & Parnell, 1991). This guide should be uncomplicated, brief, understandable, and motivational. The names and phone numbers of resource people who can answer further questions should be included.

There are a number of ways to distribute this information to students. The most effective

distribution was, in the spring, to the eighth graders on career orientation day. Parents are invited to attend career orientation during the school day, as well as, special parent evening meetings. Belcher, (1991) suggested the following: (a) full and half-page advertisements in local newspapers, (b) presentations to civic organizations, (c) public-service announcements and interviews on local radio shows, and (d) news articles in the local papers reporting on the progress of a new concept. Brochures, pamphlets, and booklets can be developed and distributed to local businesses, industries, and shopping malls. Programs can be presented and written material distributed to clubs, parent teacher association meetings, school open houses, and anywhere interested parents can be found. One of the most successful marketing strategies to use with students is other students who are well-informed and enthusiastic about the Tech Prep program. Students often make commitments to the program after they had seen them in operation and talked with dedicated program participants (Scherer, 1994).

Both the community or technical colleges must provide space in catalogues and course bulletins to inform students about the programs that complete the

sequence started in high school. It is also important to keep in mind that Tech Prep will need to be marketed to all grade levels in high school. Students and parents need to know that students can enter the Tech Prep program at any time in their high school career, as long as prerequisite courses have been completed, and exit at any time (Hull & Parnell, 1991).

In marketing Tech Prep to different audiences, care must be taken that the materials and methods chosen are appropriate for the group they are being presented to. Different brochures may be needed for students, faculty, counselors, and administrators (Marmaras, 1991). Choosing the materials and methods are secondary to choosing who will make the presentations. Presenters must be knowledgeable about the program at all levels. The presenters must market the program professionally, understandably, be able to address a variety of questions, and be able to give examples of successful programs in operation (Marmaras, 1991).

In marketing a new program, it is important to anticipate the negative publicity that may be generated. Some people involved may be opposed to change or assume it is a new name for an old program.

The key to smoothing the rough spots is patience. It takes time to reeducate a large number of people to changes in society (Kirby, 1994).

As technology changes, programs to prepare students for technical jobs must change to meet the workforce needs of the twenty-first century (Johnston & Packer, 1987). The Tech Prep Associate Degree program is the cornerstone of the Carl D. Perkins Vocational and Applied Technology Act which was funded $1,600,000,000 for federal assistance through June, 1996 (Drew, Vinson, & Shepherd, 1993). This is a proven consensus about the qualifications of the new American workforce to be prepared by Tech Prep Associate Degree program for the twenty-first century (Anderson & Rampp, 1993).

Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this development study was to develop a Career Student Guide for the Tech Prep program so that students could make appropriate decisions about their high school course of study.

The first step in determining the content for the Career Student Guide was to conduct a review of the current literature. The literature was examined as to the use of a Tech Prep Career Student Guide for design and specific content. Key considerations, in addition to specific content, were format, length, amount of detail, and motivational strategy.

Step two, directors of ten Tech Prep programs were contacted to determine whether or not they used a Tech Prep student guide. Copies of those guides were requested (see Appendix A).

The next step in determining the content for the Career Student Guide was to contact the Georgia Department of Education for any materials that was available to assist in preparing the guide. All materials, suggestions, and advice from the Georgia Department of Education was reviewed as criteria for developing the guide. In addition, materials obtained

from the 1993 Georgia Tech Prep Conference in Atlanta, Georgia were reviewed.

Having gathered the data, examples of guides used in other school systems and much advice and suggestions from directors of Tech Prep programs, an analyses was done to determine what common elements and information they contained. These suggestions and common elements became the basis for the criteria, step four, for the Tech Prep Career Student Guide for Henry County High School (see Appendix B).

Through the use of these criteria, the overall format of the Career Student Guide was laid out. A logical order for the topics was developed. The requirements and suggestions of course sequences were matched with the classes that are currently available at Henry County High School. The Tech Prep Coordinator at DeKalb Area Tech was consulted about information on the Associate degree, enrollment procedures, and financial aid before including these items. The first draft of the Career Student Guide was then prepared.

The first draft was given to the following: administration, one principal and two assistant principals; the Curriculum Committee, five academic faculty and three vocational faculty; counselors, two

junior high and three high school, and the Tech Prep Committee, three business education faculty for their review. One suggestion was made based on the design of the logo for the guide. The revision on the logo was made based on the suggestions of those who previewed the first draft. The second draft was prepared and submitted to the faculty and staff at Henry County High School for their review in a special Tech Prep Career Student Guide meeting. With one suggestion for change on the size of the guide from the faculty and staff, a final draft was prepared after the revision was prepared.

The final document was submitted, by the Principal at Henry County High School, to the Board of Education at the Henry County School System for their approval and any funding obligations for preparing the guide.

Assumptions

Many assumptions were characterized in developing the Career Student Guide. First, it was assumed that the administration would study the guide and that it would be carefully read and challenged. However, the prime purpose of the study was to develop a guide that provided students, parents, counselors, and faculty with useful information that would help them make

appropriate course selections and successful career plans.

Limitations

The Career Student Guide for this study was focused on students, parents, counselors, faculty, and staff, but it is no means the entire student guide for the Tech Prep program. Other stakeholders, included the community, business and industry leaders represent others for whom specific materials and presentations needed to be developed to have maximum benefits of the Tech Prep program realized.

Chapter 4

RESULTS

More than 30 sources including books, journal articles, materials from school districts where the Tech Prep program has been successfully implemented, from the Georgia Department of Education, and from the 1993 Georgia Tech Prep Conference were reviewed. From these, 17 references were chosen for inclusion in the study based upon their practicality and useability by faculty, staff, and students. Abstract materials that had no proven utility were culled.

The material included in this study was chosen not only for its practicality, but also because of numerous recommendations by various experts as being most needed by students in the selections of their Tech Prep courses of study for high school and beyond (Belcher, 1991; Dutton, 1991; Henderson, 1991; Hull & Parnell, 1991; Johnston & Parker, 1987; Marsalis, 1991; McClure, 1991; Miller, 1991; Walter, 1991; and others).

Through the literature review and communications with local and state resource persons, ten Tech Prep programs with similar characteristics to Henry County High School were located. The researcher choose seven schools from the metro Atlanta area: Coweta, DeKalb,

DeKalb Tech, Gwinnett, Rockdale, Towns, and Whitfield for geographical locations, urban environment, and personal acquaintances with coordinators of Tech Prep Programs. Of the seven schools chosen in Georgia, five of them were successfully operating Tech Prep programs using a student guide. Two of the seven Georgia schools, Towns and Whitfield, were in the process of working on a guide. The researcher contacted three out of state schools, Richmond in North Carolina, Roanoke in Virginia, and Seattle in West Virginia, via answering a questionnaire from the Center for Occupational Research and Development (CORD) in Waco Texas concerning information on their operation and copies of their student guides. From the ten Tech Prep programs contacted, eight of the directors shared their guides they had prepared for their programs. The other two contacted, Towns and Whitfield, indicated they were considering preparing one for their school.

Information, on design and specific content, from the literature review and the data gathered from other schools, like format, length, amount of detail, and motivational strategy, were synthesized to develop a first draft of the student guide. The format, length, amount of detail, and motivational strategy of the

first draft was based on a number of suggestions by authors who have studied Tech Prep and directors of ten Tech Prep programs concerning their student guides. Miller (1991) suggested that the design of the guide be uncomplicated, brief, understandable, and motivational. As a result the document was limited to thirty-five pages of material, using terms generally known to the intended reader also clear throughout the study that students would seek the advice of parents and counselors, therefore, the guide was directed also to those groups.

From the materials selected, eight subject areas were identified as the criteria for the guide and converted into broad categories (introduction, information on Tech Prep, definition of terms, sample student schedules, school graduation requirements, school articulation information, summary of community college/technical school information, and regional employment outlook for TPAD graduates) to be used as a Career Student Guide. Hull and Parnell (1991) recommended that one should use broad categories to group related content in order to make the reading of the guide more coherent and inform students of articulation/transition from high school to

college/technical schools leading to an Associates Degree without duplicating credit.

Experts, principals, assistant principals, counselors, and faculty, were chosen from within the high school to become the formative committee. Their duties were to review the first draft, one week later the second draft, and one week later the final draft of the student guide, according to schedule. The experts were chosen by the researcher based upon their expertise in education and guidance. Three panel members, the principal and two assistant principals, were asked to review the design and content of the student guide. Another panel of experts who were selected to review the design and content of the student guide, included five academic faculty, three vocational faculty, two junior high counselors, and three high school counselors. A final panel consisted of three business education faculty. Each panel of experts were given a copy of the original draft of the student guide, and two revised drafts that included recommended changes, for all members to approve before the final document was prepared. This draft process required two revisions, logo design and size, and three meetings of the groups once a week for three weeks as

scheduled. Essentially no other changes were made.

There were only two recommendations for change in the guide that came from the four panels of experts. One was, by the administration group, to revise the logo in the design from the traditional high school shield to a hawk design for the guide. This change was accepted and included in the final document. The second change, by the faculty and staff group was to revise the size of the guide from a booklet size, five by seven inch, to a regular standard size, eight and one half by eleven inch, so that it would clip into a regular standard size notebook. This suggestion was accepted also.

Finally, after all changes had been incorporated into the final document of the student guide, it was submitted to the Board of Education by the Principal of Henry County High School for their approval. The board approved the document in June and the product was put in final form in July 1994.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

Key elements identified in the literature were incorporated into this Career Student Guide (Belcher, 1991; Dutton, 1991; Hull & Parnell, 1991; Marsalis, 1991; McClure, 1991; Miller, 1991; Walter, 1991; and others). Therefore, during the search of the literature and other sources, there was commitment to draw upon the best available ideas and procedures for both the design and content into the guide, and presenting them in an understandable as well as motivational format.

The results of this study proved that this effort was successful for several reasons. The use of Hull and Parnells' (1991) book, Tech Prep Associate Degree and the use from other school system guides that are successfully operating the Tech Prep program, as models for identifying what students need to know about Tech Prep in order to select the appropriate courses of study in the ninth grade for high school and beyond leading them to a successful career for the twenty first century.

Having the commitment and permission of the Principal of Henry County High School to carry out this study proved most beneficial. Without his willingness to see to it that all groups of experts received a copy of the guide and returned it in a timely manner with revision for improvement, there would have been a lessened chance for an reliable guide with expert input.

The reviews of the first two drafts and the final product by the internal panels of experts provided shrewdness that was needed to bring an attractive design and excellent content to the guide. The internal experts who were very familiar with students and their needs for a guide were able to determine what was needed and necessary content for the guide. Because of these internal recommendations, the validity of the guide was strengthened.

The guidelines used for the design of the guide and the content was consistent with that described in the literature (Belcher, 1991; Dutton, 1991; Hull & Parnell, 1991; Marsalis, 1991; McClure, 1991; Miller, 1991; Walter, 1991; and others). As a result of the following recommendations and advice of various experts, the progression of the student guide developed

through phases of design and content, initial draft, revision, second draft, revision, and final draft for approval by the Henry County School Systems' Board of Education.

Conclusion

As a result of this study, several conclusions were reached. In order for the Tech Prep program to be fully implemented and successful at Henry County High School, students must choose this course of study. In order for them to choose this course of study, they must be well informed about what Tech Prep is, how they can be a part of the program, and what their options are following high school graduation. They need information that is accessible and easily understood. Based on the evidence gathered, from the literature and from successfully implemented programs, the Tech Prep Career Student Guide is the best medium to deliver this information to the students at Henry County High School.

Implications

The Career Student Guide for the Tech Prep program can be developed that will assess the needs of students and educators, at Henry County High School, but must be looked upon as an on-going process. The guide should

be an on-going process annually because of ever-changing technology in the education system and the business world. A literature review can provide the needed information for the design and content needs of the guide.

Recommendations

Due to the constant change in technology, the Tech Prep Committee at Henry County High School should keep the Career Student Guide up-dated annually, by April 15th, with the approval of the Curriculum Committee. The Tech Prep Career Student Guide should reflect any curriculum and program changes made by the Curriculum Committee at Henry County High School.

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APPENDIXES

Appendix A

Programs Contacted for the Study

School Systems	Location	Guide
1. Coweta County Schools	Sharpsburg, Georgia	Yes
2. DeKalb County Schools	Decatur, Georgia	Yes
3. DeKalb Technical School	Clarkston, Georgia	Yes
4. Gwinnett County Schools	Snelleville, Georgia	Yes
5. Richmond County Schools	Hamlet, N. Carolina	Yes
6. Roanoke County Schools	Virginia	Yes
7. Rockdale County Schools	Conyers, Georgia	Yes
8. Seattle County Schools	West Virginia	Yes
9. Towns County Schools	Hiawassee, Georgia	No*
10. Whitfield County Schools	Dalton, Georgia	No*

*Note. In process of working on a guide

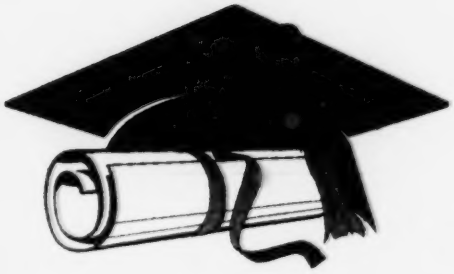
Appendix B

Criteria for a Career Student Guide

1. Course sequences for four-year high school plans will be included by program area.
2. Employment forecasts for occupational growth will be included.
3. Enrollment and financial aid information of the community/technical college will be included.
4. Resource people will be identified.
5. Tech Prep clusters will be outlined.
6. Tech Prep terms will be clearly defined.
7. Career Student Guide will be brief, easily understood by students, and easy for students to follow.
8. Career Student Guide will be in a logical sequence, motivational, and uncomplicated.

Appendix C

Career Student Guide



Henry County High School

Career

Student Guide

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INTRODUCTION

The Henry County High School Tech Prep Plan is designed to inform the faculty, staff, and counselors about the Tech Prep Program and provide information that explains the concepts and importance of Tech Prep as an alternative program of study for the neglected majority of ordinary student.

The purpose for a Tech Prep program for the Henry County High School students is to prepare them to live and work in the highly technical world of the 21st century through a rigorous education program that meets the performance standards of business and industry and provides the basis for the transition to additional education and/or the world of work.

THE TECH PREP PROGRAM

Tech Prep is a program of study designed for those students who are not planning to go to a four year college after high school. They plan, instead, to go to a two-year community or technical college, trade school, the military, or go directly to work. Tech Prep is directed toward career preparation. It is a blend of higher-level academic and vocational/technical classes. Tech Prep includes specialized training needed for today's highly technical career choices. Tech Prep is committed to raising the level of expectations for all students.

PARTNERSHIP:

The successful Tech Prep program is a partnership among high schools; post-secondary education facilities; community, business, and industry leaders; parents, and students.

TECH PREP VS. COLLEGE PREP:

The Tech Prep program runs parallel to, but not replace the College Prep program. The Tech Prep program differs from the College Prep program in that it also includes technical education. Students will complete at least three of their elective units in

Applied Technology by taking a concentration of three courses from either

APPLIED BUSINESS MANAGEMENT TECHNOLOGY

APPLIED ENGINEERING/MECHANICAL TECHNOLOGY

APPLIED HEALTH/HUMAN SERVICES TECHNOLOGY

GOALS:

- To increase the number of students continuing their education after high school in a vocational-technical program.
- To keep a continuous educational system among secondary and postsecondary schools.
- To increase academic, vocational, and applied technology skills.
- To reduce the drop-out rate.
- To increase educational opportunities in technological areas for special populations and minorities.

MINIMUM REQUIREMENTS FOR

HIGH SCHOOL GRADUATION

STUDENTS IN THE CLASS OF 1995 WILL HAVE THESE MINIMUM REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL:

Students must have passed the Georgia Competency Tests or competency screens and have earned a minimum of 21 units of credit in grades 9-12 as follows:

4	units	English
3	units	Mathematics
2	units	Science 1 unit in biology 1 unit in physical science
2	units	Social Studies 1 unit in Economics 1 unit in US History
1	unit	Health and Physical Education
1	unit	Art Education or Applied Technology Education
1	unit	Science or Social Studies
7	units	Electives
21	UNITS TOTAL	

MINIMUM REQUIREMENTS FOR

HIGH SCHOOL GRADUATION

STUDENT IN THE CLASS OF 1996 AND ALL CLASSES THERE AFTER WILL HAVE THESE MINIMUM REQUIREMENTS FOR GRADUATION FROM HIGH SCHOOL:

Students must have passed the Georgia Competency Test or competency screens and have earned a minimum of 21 units of credit in grades 9-12 as follows:

4	units	English
3	units	Mathematics
3	units	Science
		1 unit in biology
		1 unit in physical science
3	units	Social Studies
		1 unit in Economics
		1 unit in US History
		1 unit in World Studies
1	unit	Health and Physical Education
1	unit	Art Education
1	unit	Technology Education
5	unit	Electives
21	UNITS TOTAL	

MINIMUM REQUIREMENTS FOR TECH PREP

COURSE OF STUDY

4	units	English
3	units	Mathematics (Algebra I, Algebra II, Geometry, or Technical Math)
3	units	Science (Biology, Physical Science, and one additional science either Chemistry or Principles of Technology)
3	units	Social Studies (Economics, US History, or World studies)
1	unit	Health and Physical Education
1	unit	Art Education
3	units	Applied Technology (a concentration of 3 courses must be selected from the Applied Business Management, Applied Engineering/Mechanical, or Applied Health/Human Service Technology)
3	units	Electives
21	UNITS TOTAL	

TECH PREP CLUSTERS

HIGH SCHOOL PROGRAMS

Applied Business	**Applied Engineering**	**Applied Health/Human**
Management Technology	**Mechanical Technology**	**Service Technology**
Business Education	Automotive Technology	Early Childhood Education
Graphic Arts	Horticulture Engineering	Health Occupations
Horticulture Production	Industrial Arts	

TECH PREP CLUSTERS
DEKALB TECHNICAL INSTITUTE
(Associate Degrees)

Applied Business	**Applied Engineering**	**Applied Health/Human**
Management Technologies	**Mechanical Technologies**	**Services Technologies**
Accounting	Automotive Mechanics	Early Childhood
Administrative Office	Industrial Arts	Nursing
Computer Programming	Graphics Arts	
Horticulture Technology		

TECH PREP OPTIONS

OPTION 1: Tech Prep Associate Degree is an articulated program between the high school and a degree community or technical institution. Our articulation program with DeKalb Technical Institution is a time-shortened program. Students who earn an "A" in an articulated high school course would not have to repeat the articulated course at the technical institution. Eliminating duplication of courses reduces the amount of time it takes to earn a two year Associate degree.

Business courses, early childhood, nursing, and all other technology programs are articulated with DeKalb Technical Institute.

OPTION 2: Tech Prep graduates may choose to join the military. Tech Prep graduates will be better prepared to enter at a higher rank, be eligible for specialized training, and enjoy higher pay than those without this technical training.

OPTION 3: Tech Prep graduates may choose to go directly to work after high school graduation. Tech Prep will prepare them to learn the new technology that will be a part of their jobs in the future. Tech Prep graduates at all levels will be prepared to continue their education in the future, including advanced

degrees in many areas.

TECH PREP PROCESS

Students registering for their ninth grade classes may choose to enter the Tech Prep program and continue throughout high school, following the suggested outline for the career they have chosen. Students in other grades may enter the Tech Prep program if they meet the prerequisites for courses.

There are sample suggested courses outlines included on the following pages for the programs offered at Henry County High School.

Students will have the opportunity to discuss Tech Prep with their counselors at registration. For additional information contact:

Ruth Ann Winchester

Henry County High School

(404) 957-3943

HENRY COUNTY HIGH SCHOOL

TECH PREP CLUSTERS

HIGH SCHOOL PROGRAMS

APPLIED BUSINESS MANAGEMENT TECHNOLOGIES

Business Education

Graphic Arts

Horticulture

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

ADMINISTRATIVE SUPPORT CAREERS

Description: Administrative support personnel perform general office duties such as information assistant, secretary, and typist. Advancement opportunities range from supervisory responsibility of other office personnel to administrative assistance to management.

SAMPLE CAREER OPTIONS: Secretary/Administrator Assistant, Word Processor, Computer Operator, Records Management Assistant.

9th Grade:	**10th Grade:**
English 9	English 10
Pre Algebra, Algebra I, Geometry	Algebra I, Algebra II, Geometry
Biology, Physical Science	Biology I, Chemistry
Economics	Geography, World History
Health/PE	Computer

	Applications I
Keyboarding	Elective
11th Grade:	**12th Grade:**
English 11	English 12
Chemistry	Elective
Algebra II or Consumer Math	Elective
Office Practice I	Office Practice II
US History	Cooperative Training (2 Periods)
Foreign Language I	Foreign Language II

OTHER SUGGESTED ELECTIVES: Shorthand I and II, Computerized Account I, Computer Applications II, Advanced Keyboarding Word Processing, Technical Math, Arts Education

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

ACCOUNTING CAREERS

Description: Accounting handles the financial activities for businesses. The duties can range from keeping a record of cash receipts to responsibility for the complete accounting cycle. Accounting functions are fast becoming fully automated with the widespread use of computers.

Sample Career Options: Accountant, Accounting Clerk, Accounts Receivable Clerk, Accounts Payable Clerk, and Bookkeeper.

9th Grade:	**10th Grade:**
English 9	English 10
Pre Algebra, Algebra I, Geometry	Algebra I, Algebra II, Geometry
Biology, Physical Science	Biology I, Chemistry
Economics	Geography, World

	History
Health/PE	Computer
	Technology II
Keyboarding	Elective

11th Grade:	**12th Grade:**
English 11	English 12
Algebra I, Algebra II, Geometry	Foreign Language
	II
Chemistry	Elective
US History	Automated
	Accounting II
Automated Accounting I	Office Practice I
Foreign Language I	Business Law

OTHER SUGGESTED ELECTIVES: Computer Technology II, Computer Programming I

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

GRAPHICS ARTS

Description: Graphic artists design, layout, and operate printing presses.

Sample Career Options: Advertising, Editorial Artist, Illustrator, Photographer, Print Inspector, Printer, Silk Screen Printer, Typesetter

9th Grade:	**10th Grade:**
English 9	English 10
Economics	Biology, Chemistry
Health/PE	Geography, World History
Biology, Physical Science	Algebra I, Algebra II, Geometry
Pre Algebra, Algebra I, Geometry	Principles of Technology I
Keyboarding I	Computer Technology I
11th Grade:	**12th Grade:**
English 11	English 12
US History	Applied

	Math/Algebra II, Geometry
Algebra I, Algebra II, Geometry	Chemistry
Graphics I	Graphics II
Principles of Technology II	Technical Drafting I

OTHER SUGGESTED ELECTIVES: Arts Education, Commercial Art, Electronics, ICT, Journalism, Technical Drafting II

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

HORTICULTURE PRODUCTION

AND AGRIBUSINESS CAREERS

Description: These occupations apply scientific knowledge, methods and technical skills in horticultural and agribusiness activities involved in the production of crops and animals, supplies and services, processing and marketing of products; apply economic and business principles in the organization, operation and management of farm and agricultural business.

Sample Career Options: Agricultural Educator, Agribusiness Manager, Agronomist, Animal Breeder, Animal Inspector, Aquaculturist, Chemical Distributor, Farm Manager, and Seed Producer

9th Grade:	**10th Grade:**
English 9	English 10
Pre Algebra, Algebra I, Geometry	Algebra, I, Algebra

	II, Geometry
Economics	Geography, World History
Biology, Physical Science	Biology, Chemistry
Health/PE	Agricultural Production and
Introduction to Agriculture and	Management I
Natural Resources	Elective
11th Grade:	**12th Grade:**
English 11	English 12
Algebra I, Algebra II, Geometry	Applied Math,
	Algebra II, Geometry
US History	Automated Accounting
	II
Chemistry	Computer Technology
	I
Automated Accounting I	Elective
Agricultural Production and	Elective
Management II	

OTHER SUGGESTED ELECTIVES: Applied Math, Arts Education, Cooperative Education, Foreign Language

HENRY COUNTY HIGH SCHOOL

TECH PREP CLUSTERS

HIGH SCHOOL PROGRAMS

APPLIED MECHANICAL TECHNOLOGIES

AUTOMOTIVE TECHNOLOGY

HORTICULTURE

INDUSTRIAL ARTS

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

AUTOMOTIVE TECHNOLOGY CAREERS

Description: Automotive mechanics/technicians service, maintain and repair automobiles, trucks, and related transportation vehicles and/or components and engages in other work practices that complement or serve the auto industry.

Sample Career Options: Air Cooled Gas Engine Repairer, Auto Body Repair, Auto Diagnostic Technician, Auto Machine Shop, Auto Parts, Auto Repair Technician, Auto Servicing, Automotive Engineering, Aviation maintenance Technician, Business Owner, Diesel Mechanic, Marine Mechanic, Motorcycle Repair Technician, Salvage Yard Operator, Tractor Mechanic, and Truck Mechanic.

9th Grade:	**10th Grade:**
English 9	English 10
Economics	Biology,
Chemistry	
Health/PE	Geography, World
History	
Biology, Physical Science	Algebra I,

Pre Algebra, Algebra I, Algebra II, Geometry

Keyboarding I

11th Grade:

English 11

US History

Automotive Technology I

Principles of Technology II

Elective

Algebra II, Geometry

Principles of Technology I

Computer Technology I

12th Grade:

English 12

Automotive Technology II

Applied Math, Geometry, Algebra II

Elective

Elective

OTHER SUGGESTED ELECTIVES: Graphic Arts, ICT, Industrial Arts

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

HORTICULTURE ENGINEERING

TECHNOLOGY CAREERS

Description: These careers apply scientific knowledge, skills, and methods needed to select, operate, construct, maintain, and service agricultural power units, machinery, equipment, structures, utilities, welding, irrigation, and drainage systems and other mechanical processes.

Sample Career Options: Assembly Supervisor, Educator, Equipment Designer, Equipment Operator, Irrigation Designer, Land Surveyor, Mechanic, Research Engineer, Safety Inspector, Test Technician, and Welder.

9th Grade:	**10th Grade:**
English 9	English 10
Pre Algebra, Algebra I, Geometry	Algebra I,
	Algebra II,
Geometry	

Economics	Geography, World History
Biology, Physical Science	Biology, Chemistry
Health/PE	Principles of Technology I
Introduction to Agriculture and Natural Resources	Keyboarding I
11th Grade:	**12th Grade:**
English 11	English 12
Algebra I, Algebra II, Geometry	Applied Math, Algebra II, Geometry
US History	Chemistry, Physics
Principles of Technology II	Computer Technology I
Agricultural Engineering Technology I	Agricultural Technology II
Elective	Elective

OTHER SUGGESTED ELECTIVES: Foreign Language, Industrial Arts

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

INDUSTRIAL ARTS

Description: Drafters prepare clear, complete, accurate working plans, and detail drawings according to specified dimensions.

Sample Career Options: Architect, Computer Aided Drafting Operator, Draftsperson, Electrical Technician, Engineer, Engineering Technician, and Science Technician.

9th Grade:	**10th Grade:**
English 9	English 10
Economics	Biology, Chemistry
Health/PE	Geography, World History
Biology, Physical Science	Algebra I, Algebra II, Geometry
Pre Algebra, Algebra I, Geometry	Principles of Technology I
Keyboarding I	Computer

Technology I

11th Grade:

English 11

US History

Algebra II, Geometry, Applied Math

Industrial Arts I

Principles of Technology II

Foreign Language I

12th Grade:

English 12

Applied Math,

Algebra II,

Geometry

Chemistry or

Elective

Industrial Arts II

Foreign Language

II

OTHER SUGGESTED ELECTIVES: Arts Education, Computer Technology II, ICT

HENRY COUNTY HIGH SCHOOL

TECH PREP CLUSTERS

HIGH SCHOOL PROGRAMS

APPLIED HEALTH/HUMAN SERVICES TECHNOLOGIES

EARLY CHILDHOOD EDUCATION

HEALTH OCCUPATIONS

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

EARLY CHILDHOOD DEVELOPMENT

Description: Child development and family life careers involve working with children and families. These careers are found in local, state, and federal government agencies, homes, hospitals, community center, churches, schools and non-profit organizations. They involve educating and caring for young children, as well as, helping families improve their lives together.

Sample Career Option: After-School-Care Providers, Child Care Center Director, Children's Writer, Early Childhood Program Director, Elementary Teacher, Family Counselor, Family Day Care Provider, Head Start Worker, Kindergarten Teacher, Nanny, Parent Educator, Preschool Handicapped Teacher, Preschool

Teacher, and Public School
Teacher Assistant.

9th Grade:	10th Grade:
English 9	English 10
Pre Algebra, Algebra I, Algebra II,	Algebra I, Algebra II, Geometry
Geometry	Biology, Chemistry
Biology, Physical Science	Geography, World History
Economics	Parenting and Child Development
Health/PE	Keyboarding I
Teen Living	
11th Grade:	**12th Grade:**
English 11	English 12
US History	Foods and Nutrition
Algebra II, Geometry, Applied Math	Computer Technology I
Child Care Services I	Child Care Services II

Chemistry, Advanced Science Elective

Elective

OTHER SUGGESTED ELECTIVES: Advanced Applied Math, Automated Accounting, Cooperative Education, Home Economics

TECH PREP

FOUR-YEAR COURSE SEQUENCE

FOR

HEALTH OCCUPATIONS

Description: Radiology is a science used to create images of body structures and to treat diseases through x-ray, sound waves, computerized imaging, etc.

Sample Career Options: Radiology is a science used to create images of body structures and to treat diseases through x-ray, sound waves, computerized images, etc.

9th Grade:	**10th Grade:**
English 9	English 10
Biology, Physical Science	Algebra I, Algebra II, Geometry
Pre Algebra, Algebra I, Geometry	Geography, World History
Economics	Computer Technology I
Health/PE	Introduction

	to Health
Keyboarding I	Occupation
	Education
11th Grade:	**12th Grade:**
English 11	English 12
US History	Advanced
	Chemistry,
	Biology,
Chemistry, Physics	Physics
Foreign Language I	Foreign
	Language II
Algebra II, Applied Math, Geometry	Health
	Occupations
	Education II
Health Occupations I	Algebra
	II/Trig.,
	Calculus
	Elective

OTHER SUGGESTED ELECTIVES: Arts Education, Computer Technology II

THE TECHNICAL INSTITUTE

Students may wish to enroll at the Technical Institute after high school graduation to complete their Tech Prep Associate Degree. DeKalb Technical Institute operates under an "Open Door" policy. This means that the institute offers instruction to all adults who wish to continue their education.

HOW TO ENROLL:

1. During the senior year in high school, obtain and complete an Application for Admission Form from student services office at DeKalb Technical Institute or from the high school Guidance Office. Return this form to the Student Services Office.
2. Arrange to have an official high school transcript, and a final high school transcript sent to the Student Services Office at DeKalb Technical Institute.
3. Arrange an appointment with Student Services for the ASSET Success Seminar.

THE COST:

Tuition and fees are set by the Georgia State Board of Regents.

Tuition is presently $18.75 per quarter hour, with

a maximum charge of $245.00 per quarter for state residents.

Student activity fees range from $2.00 to $8.00 per quarter depending on how many hours a student takes.

Accident Insurance is available to all students. In addition, students in health occupations and Early Childhood Education are required to purchase student professional liability insurance.

Students are responsible for the cost of textbooks and supplies for the classes they select.

FINANCIAL AID:

Students often seek financial aid to help meet their college expenses. Aid is available in the form of scholarships, grants, loans and work study programs. Contact the Financial Aid Office for specific information.